



IDAHO
STATE DEPARTMENT OF EDUCATION

Special Education Data Refresher

Alisa Fewkes, Data and Reporting Coordinator

Kailey Bunch-Woodson, Data and Reporting Program Specialist



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Important Information!



- We will be going over district-level data during the training
- If you would like to have your district's data, follow the steps on the next page

How to Print Your District's Data



1. Log in to the [Secure Server](#) located on the SDE website
 - a) Username: your 3-digit district number
 - b) If you don't have your password, contact Kailey Bunch-Woodson at (208) 332-6925
2. Open the folders 'Program Monitoring' > 'Data Drill Down Reports' > 'Spring 2018'
3. Print the files '**YOURDISTRICT-Child Count 2012-2017.pdf**' and '**YOURDISTRICT-Indicator3C2014-2017NEW2.pdf**'
 - a) You are welcome to print off others if you'd like, but these are the only ones we will be covering in the training

Framing Today's Session



1. The state's data – SPP/APR Indicators
2. The data analysis process
3. Exploring district and state data

Why are data important?



Data do many things

- Measure student progress
- Measure program effectiveness
- Measure instructional effectiveness
- Promote accountability
- Meet state and federal reporting requirements
- Uncover needs, strengths, weaknesses
- Create a focused direction for change
- Drive decisions!

SPP/APR Indicators



What are they?

- 17 compliance and Results indicators

Why do we collect them?

- Report to the federal government
- Ensure compliance with IDEA regulations
- Increase academic and functional outcomes for students with disabilities

What is the Story of the State Data?



In 2016-17, Idaho **met** targets on these indicators:

- 3B Participation - Reading
- 3B Participation - Math
- 4A Suspension/Expulsion
- 4B Suspension/Expulsion by Race/Ethnicity
- 8 Parent Involvement
- 9 Disprop R/E Overall
- 10 Disprop R/E Disability

What is the Story of the State Data?



In 2016-17, Idaho **did not meet** targets on these indicators:

1 Graduation Rate

2 Drop Out Rate

3C Proficiency - Reading

3C Proficiency - Math

5A LRE Regular Classroom

5B LRE Separate
Classroom

5C LRE Separate Facilities

6A LRE Regular Classroom

6B LRE Separate
Classroom

7A1/A2 Social-Emotional

7B1/B2 Knowledge and Skills

7C1/C2 Taking Action to Meet Needs

11 Timely Initial Evaluation Rate

12 Early Childhood Transition

13 Postsecondary Transition Planning

14A PS Outcomes - Educ

14B PS Outcomes - Educ+Empl

14C PS Outcomes - Educ+Empl+Other

What is the Story of the State Data? (2)



From 2015-16 to 2016-17, Idaho **improved** on these indicators:

- 1** Graduation Rate
- 2** Drop Out Rate
- 3B** Participation -Reading
- 3B** Participation - Math
- 3C** Proficiency – Reading*
- 4A/4B** Suspension/Expulsion*
- 5A** LRE Regular Classroom*
- 5B** LRE Separate Classroom *
- 5C** LRE Separate Facilities *
- 6A** LRE Regular Classroom*
- 6B** LRE Separate Classroom*

- 7A1/A2** Social-Emotional
- 7B2** Knowledge and Skills*
- 7C2** Taking Action to Meet Needs *
- 8** Parent Involvement
- 9** Disprop R/E Overall*
- 10** Disprop R/E Disability*
- 11** Timely Evaluation
- 12** Early Childhood Transition
- 14C** PS Outcomes - Educ+Empl+Other

*Maintained within 1%

What is the Story of the State Data? (3)



From 2015-16 to 2016-17, Idaho **regressed** on these indicators:

3C Math Proficiency

7B1 Knowledge and Skills

7C1 Appropriate Behaviors

13 Transition Planning

14A Post-Secondary Outcomes - Education

14B Post-Secondary Outcomes - Education + Employment

The Data Analysis Process



In understanding a statistic, the first three steps are:

1. Know What It Is About
2. Compare it
3. Disaggregate it

The Data Analysis Process – Knowing



Step 1. Know what the statistic is about.

1. What methodology is used to collect data on this indicator?

- Knowing what methodology is being used will give insight into the reliability, validity, and accuracy of the indicator data.

2. What is the formula for calculating the indicator score?

- Knowing **how** a state calculates an indicator will help you understand it.

The Data Analysis Process – Comparisons



Step 2. Compare your data to *something*.

- A statistic in isolation is meaningless.
- Every statistic needs a reference point. For example, the current score could be compared to:

Prior year data

The target

Other districts' data / state's data

The Data Analysis Process – Comparisons



Cautions:

- When doing comparisons, it's important to note:
 - a) if the comparison unit (state, district, school) is collecting data in the same way as the target unit, and
 - b) if data were collected differently over time.

The Data Analysis Process – Disaggregate



Step 3. Disaggregate your data

- It's not unusual when one sees scores increasing (decreasing) to assume things are increasing (decreasing) for **all** districts/student groups.
- However, a statewide statistic can be masking all sorts of problems or successes!
 - Allows you to determine for what groups there are problems/successes/improvements/declines.
 - Be careful of small numbers

The Data Analysis Process – Disaggregate



Types of Disaggregations you can do:

1. Disaggregate by school
2. Disaggregate by student demographic characteristics.
 - Gender
 - Race/ethnicity
 - Grade
 - Primary Disability
 - Environment Placement
 - ELL status, low income status, etc.

The Data Analysis Process – Disaggregate (2)



When disaggregating:

- Identify subgroups who perform particularly high/particularly low
- Identify subgroups who are different in some important way from what you would hope/expect

Let's Practice



Data Meeting Protocol



1. Discuss Observations of the Data

➤ Compare it ➤ Disaggregate it

- What do you see? What surprises you?
- What are your initial thoughts or reactions?
- Is this what you expected to see? How or how not?
- Are there particular data that catch your attention?
- What are the limitations of these data?



2. Discuss Interpretations of the Data

- What does it tell you?
- What thoughts or assumptions do these data confirm?
- Are there any limitations to our conclusions?
- Are there any perspectives we haven't considered?
- Do we need additional data to answer our questions? What data?



3. Discuss Implications of the Data

- What are the implications?
- So what? Why does this matter?
- What does it mean for the work?
- Based on what you see, is there support to maintain our current course of action or should we do something different? Why?

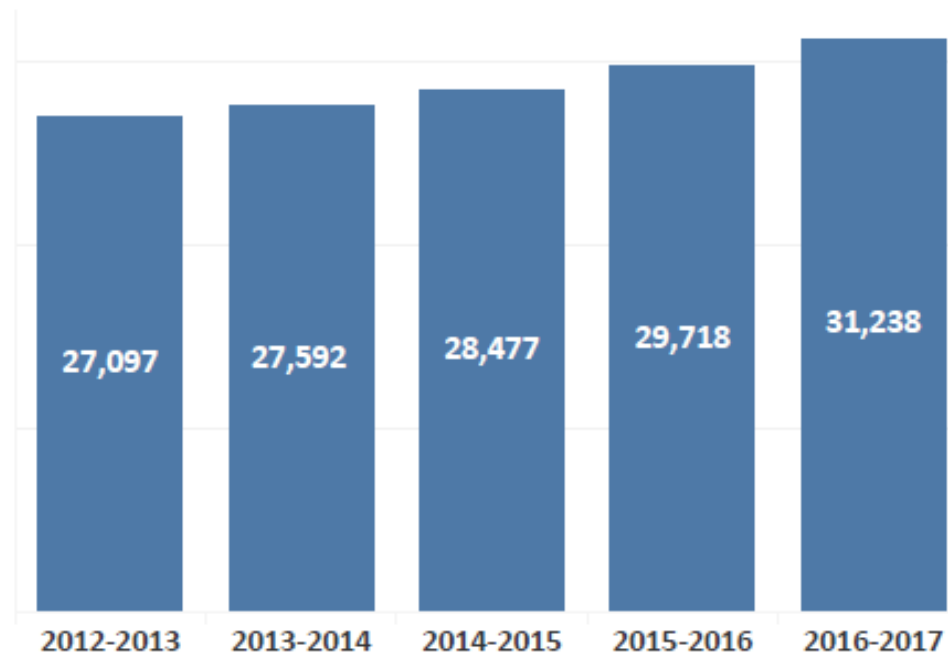
Let's Practice-Child Count



Special Education Students Profile 2012-2017

STATE OF IDAHO

1. Enrollment of Students with Disabilities



Let's Practice-Child Count (2)



- Chart 2. % and Count by Disability
 - Practice together going through Data Meeting Protocol process

Regroup – Child Count



1. Discuss observations of the data
2. Discuss interpretations of the data
3. Discuss implications of the data

Go For It! – Indicator 3C



- Go through Data Meeting Protocol process with Indicator 3C report

Regroup – Indicator 3C



1. Discuss observations of the data
2. Discuss interpretations of the data
3. Discuss implications of the data

Questions?

**Dr. Charlie Silva**

Special Education Director
(208) 332-6806

Alisa Fewkes

Data & Reporting Coordinator
(208) 332-6919

Anthony Mukuna

Funding & Accountability Coordinator
(208) 332-6916

Jeff Brandt

Special Populations Coordinator
(208) 332-6915

Brenda Arnold

Administrative Assistant
(208) 332-6896

Kailey Bunch-Woodson

Data & Reporting Program Specialist
(208) 332-6925

Grace Dehner

Contracts & Fiscal Program Specialist
(208) 332-6910

Ed Litteneker

Dispute Resolution Coordinator
(208) 332-6914

Alayna Gee

MTSS Coordinator
(208) 332-6979

Dr. Karren Streagle

Alt Assessment/Low Incidence/
Medicaid Coordinator
(208) 332-6824

Kendrick Lester

Secondary Special Education Coordinator
(208) 332-6918

Jessica Spoja

Dispute Resolution Program Specialist
(208) 332-6912



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Shannon Dunstan

Results Driven Accountability/
Early Childhood Coordinator
(208) 332-6908

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